



Student Engagement and Wellbeing Policy

Little Bendigo Student Engagement Policy Guidelines

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Introduction

Definition of Student Engagement

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural engagement refers to students' participation in education, including the academic, social and extracurricular activities of the school.

Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.

Cognitive engagement relates to a students' investment in learning and their intrinsic motivation and self-regulation.

Rationale

The Department of Education and Early Childhood Development is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

Purpose

To relate to and be consistent with the 'Effective Schools are Engaging Schools: *Student Engagement Policy Guidelines*', in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour.

- To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement.
- To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure.
- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated.
- To maximise student learning opportunities and performance through engagement.
- To provide genuine opportunities for student/parent participation and student/parent voice.
- To build a school environment based on positive behaviours and values.
- To provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk.

Section 1: School profile

Little Bendigo Primary School has an idyllic setting surrounded by gum trees and has a multi-level site. The original school building is over 130 years old, is admired by the community and creates a feeling of inspiration. The school has an enrolment of 85 and attracts local enrolments from all areas of Ballarat.

Little Bendigo Primary School has for many years focused on meeting the 'specific individual learning needs' of students. Through this process many programs and strategies have been created to further engage students in their learning and enable them to love to learn. We have developed a 'learning culture' where students, enjoy learning, respect learning, share learning, value learning, are passionate about learning, are inspired by learning, celebrate learning and appreciate learning. This has involved ongoing years of action research.

The school has also undergone some major physical changes with new buildings, oval and removal of huge eucalyptus. With the completion of major structural works and re-framing of pedagogy the school is well focused at 'embedding' learning in a variety of contexts and will implement its plan 'Learning spaces design 2016 and beyond' to provide greater opportunities and 'Real life learning' experiences from the indoors to the outdoors.

Technology is well integrated into classroom programs as part of individualised learning programs and major projects.

Students health and fitness has increased as a direct result of the artificial turf, providing a great deal more time for students to be active.

Section 2: Whole School Prevention & Whole School Values

Our philosophy is to develop children to their fullest potential by providing opportunities to share knowledge, skills abilities and experiences in a happy and supportive environment. We aim to develop children's passion for learning creating intrinsic and lifelong learners. At Little Bendigo we have three core values: optimism, compassion and integrity. We have also created five essential elements for learning:- Engagement, Motivation, Connectedness, Resilience and Respect.

Effective teaching, an inclusive and engaging curriculum and respectful relationships between staff and students are promoted through the School.

The whole school approach to the development of the school's Student Behaviour Policy is based on the rationale that we create 'Passionate intrinsic life long learners' who feel

happy, safe, secure and enjoy being at school in a True Learning Environment. We deliver positive practices to eliminate behavioural management procedures.

We have implemented Positive Practices which include:

- An embedded culture of Teaching and Learning – “Classroom of Inquiry”
- Restorative Practices

The school is committed to the use of a restorative approach with students. This Restorative Approach:

- promotes awareness of others, responsibility and empathy
 - involves direct participation of those affected by misconduct in its resolution
 - promotes relationship management rather than behavior management
 - provides consistency
 - are concerned with establishing or re-establishing relationships in which each person’s rights to equal dignity, concern and respect are satisfied
- Conflict Resolution
 - Social Autopsy (Understanding situations in the broader context)
 - Positive Reinforcement
 - Children’s Ownership
 - Silent Discipline – behaviour management strategy
 - Respect Individual Differences.

Little Bendigo Primary School is committed to providing a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in the school environment. Our school programs are designed to empower students to positively deal with and resolve bullying issues. Our programs will assist students to develop life-long skills. Corporal punishment and /or severe punishments are prohibited.

Section 3: Rights and Responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

All Little Bendigo Primary School Policy statements are consistent with the all above policies and the Student Engagement and Welfare Guidelines.

Whole School:

Rights	Responsibilities
<p>To teach a program that suits the needs of the learning community.</p> <p>To acknowledge collegiality is an integral part of the work of teachers</p>	<p>The staff team take pride in their profession and set and maintain high standards of competence.</p>
<p>To be a community organization that receives support from other organizations. An institution that has collaborative mechanisms that includes support from staff, teachers, parents and members of the community.</p>	<p>The staff team will establish and maintain professional relationships and actively seek support and guidance beyond their professional areas.</p>
<p>To ensure a professional institution is maintained within the community.</p>	<p>Teachers are aware of the legal requirements that pertain to their profession.</p>

Please see attachment: The Code of Conduct has been developed for and by the Victorian teaching profession. It identifies a set of principles, which describe the professional conduct, personal conduct, and the professional competence expected of a teacher by their colleagues and the community.

<http://www.vit.vic.edu.au/data/assets/pdffile/0018pdf35604/Code-of-Conduct-2016.pdf>

Students:

Rights	Responsibilities
To access quality and relevant learning programs	To be a responsible learner
To learn safe, fair and equal environment.	Students have an understanding of the Student Behaviour Policy and choosing the behaviours that support positive learning and social outcomes.
To ensure children are able to express their views freely on all matters affecting them.	To express their views in line with agreed classroom structural processes
To learn in a non-judgmental learning environment.	Students treat the staff team with courtesy and dignity

Staff:

Rights	Responsibilities
To work in a safe, non-judgemental and equitable work place	To demonstrate professionalism and model school values and Four Pillars behaviours

To be treated with respect and courtesy by students, parents and peers	To be treated fairly and with courtesy by student, community members and peers.
To treat students in a way that develops self-esteem	To ensure teaching and learning positive and engaging in the classroom.
To communicate positively with all members of the school and wider community.	Allow access to open discussion and open door policy within classrooms.
To contribute honestly and openly within the collaborative decision making processes within the school.	To be a part of school development and improvement processes ensuring their participation is informed and active.
To expect students to follow the Engagement Guidelines	Be aware of policy and ensure consistent implementation.

Parents:

Rights	Responsibilities
Ensure students attend school and have the appropriate learning materials and attitude.	Support students learning progress with home routines. To maintain contact with students teacher and the school to ensure participation in student learning.
To have professional, positive and open relationships with all teaching and non-teaching staff within the school.	To maintain contact with students teacher/s and the school.
To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.	Parents have an understanding of the Student Behaviour Policy and choosing the behaviours that support positive student learning and social outcomes.
To be contacted when their child disregards the School Engagement Guidelines and consequences of the Student Management Policy or is involved in a major incident.	To be provided with genuine opportunities for student/parent participation and student/parent voice. To be responsive and supportive of consequences when the Student Engagement Guidelines and Student Management Policy are disregarded by the student.

	To be aware of the schools Raising Concerns and Complaints Policy
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Section 4: Shared Expectations

Staff Engagement

All students are expected to; • respect, value and learn from the differences of others; • have high expectations that they can learn; • reflect on and learn from their own differences.

The school team will:

- Ensure all whole school - 'The Four Pillars of Learning', Student Behaviour Policy and Student Engagement and Welfare programs are sequentially and consistently implemented throughout out the school, inclusive of an annual review of the school progress.
- Ensure resources are provided to ensure professional learning opportunities.
- Curriculum Days will be committed to improve and enhance teaching practices.
- The school staff will:
 - demonstrate a commitment to the School philosophy, Student Engagement and Wellbeing Policy;
 - model the school values and support the support the philosophy of the school;
 - implement Four Pillars and Dimensions of Learning;
 - develop student learning programs in consultation with students;
 - will collect data from students perception and school developed conversations and surveys to monitor student engagement.

Attendance

- In compliance with Departmental procedures school staff will:
 - Implement the Student Management Policy to develop a safe, fair and secure environment to learn.
 - Implement the Teaching and Learning Program to develop create intrinsic, passionate, lifelong learners who love to learn.
 - Maintain effective and consistent student attendance records.

- Follow school attendance guidelines to implement process of SSG to maintain positive relationships with care givers.
- Keep records of all contact with absentees.

Behaviour

All students will:

- support each other's learning by behaving in a respectful manner displaying empathy and interest;
- have high expectations that they can learn;
- be considerate and supportive of others;
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive learning environment that is safe, inclusive and happy;
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

Parents/Carers Engagement

Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by:

- promoting an understanding and appreciation of diversity in the home,
- helping the school to provide student-centred responses by providing all relevant information to the school,
- parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school,
- working with the school through attendance at parent-teacher meetings and responding to communications in a timely manner.

Attendance

Parents/carers are expected to ensure that

- enrolment details for their children are correct
- their children attend school regularly
- when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers should understand the schools behavioural expectations and the Student Behaviour Policy and aim to provide a consistent approach that

- supports their child's learning and engagement in and out of school.

Section 5: School Actions

Attendance

At Little Bendigo Primary School absences often mean students miss important stages in the development of their learning, causing them to find 'catching up' difficult. The following are ways in which we promote school attendance:

- Attendance practices reflect DET philosophy.
- All student absences/lateness are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our CASES database and communicated to DET.
- The school recognises illness as a reasonable ground for an absence.
- Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations.
- The Office Manager will closely monitor student attendance through the evaluation of the following student absence reports on CASES21.

The Principal will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences (refer to Appendix 6: Student Engagement Policy).

- Student attendance figures will appear on the student's mid-year and end of year reports.
- DET and enrolment auditors will be given complete access to all student attendance records if requested.

- Whole-school modelling of punctuality is expected and regularly monitored.
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed (refer to Appendix 7: Student Engagement Policy). Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- All absence notes and records of communication will be retained and stored at the school for a minimum period of (12) months.

Behavioural Consequences

Students are expected to

Have a good understanding and awareness of Outside and Inside Management Procedures

Outside: Management Procedures Culture: of happiness, safety, security and enjoyment

On our foundation of a 'True Learning Environment' – A positive, stimulating, supportive, motivating, well-resourced and engaging environment where the school community is productive in their pursuit of knowledge, skills and understandings as lifelong learners.

Inside Management Procedures Culture of teaching/learning.

On our foundation of 'Academic Excellence' – We see as striving for excellence in all areas with all children, built on a system of positive reinforcements with the belief that achievements do count as a pathway to individual success.

To promote cooperation student could choose to:	Cooperation is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
Behave consistently with the school culture and philosophy. Students are supported and motivated to take responsibility for their own behaviour.	Cooperation is difficult when students choose to exhibit inappropriate social behaviours. At this stage teachers ask themselves questions and consult with other	Warning Conflict Resolution, teacher/child, child/child, small groups	Parent Visit Behaviour Management Plan Parent Visit Refer to Support Services

	<p>staff members asking why did this behaviour occur? Why was this choice made? What events, feelings or motives are behind this demonstrated behaviour? The responsibility is then placed with the student to make amends and create more positives for future improvements.</p>	<p>Time in/ Minor Detention</p> <p>Parent Visit</p> <p>Behaviour Management Plan</p>	<p>Suspension</p>
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Detention

- What is the commitment the school will make?

The commitment of the school is to ensure students are aware of expected behaviours and supported to make positive choices. When a child has been detained in the classroom they will have teacher supervision at all times. They will be reminded of the student beliefs, positive choices about behaviour and consequences for disregard. If necessary involve others in Conflict Resolution and Restorative Practices.

Student Support Group

- A Student Support Group may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students.

- Our School follows the Student Support Group Procedures set out in the Student Engagement and Policy Guidelines.

Exclusion

Following our classroom management processes:

1. Verbal warning:

‘Be careful as you are disrupting our learning, and you may get your name on the board, then dashes and then you will have to leave.’

2. Interrupt learning again – Name on board.

3. Interrupt again – dash and sit/time out in own classroom for 10 minutes.

4. Interrupt again – dash -Sent to another class for 30 minutes and parents notified via note (note to be signed by parent).
5. Interrupt the other class – dash and sent to the office to the principal.
6. Principal’s discretion if child is to be sent home (this is a last resort strategy). This decision is made agreement with parent; they are to pick up the child from school, followed by a Support Group Meeting if seen as necessary.

Suspension - General information

Suspension

Suspension is a serious disciplinary measure and will be imposed when actions of the student pose a serious danger to him/herself or other members of the school community. Decisions regarding suspension will be made by the principal.

Procedures prior to suspension and Grounds for suspension Refer to guidelines.

Suspension is a serious disciplinary measure and will be imposed when actions of the student pose a serious danger to him/herself or other members of the school community. Decisions regarding suspension will be made by the Principal.

Procedures for suspension

1. Warning, conflict resolution, teacher/child, child/child, small groups
2. Time in/Minor detention
3. Contact parents depending on severity of behaviour or if behaviour is re-occurring
4. Support Group Meeting
5. Behaviour management plan
6. Support Group Meeting
7. Refer to support services
8. Suspension

Period of suspension

- Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. ‘School days’,

as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.

Expulsion – General Information

The School Principal has the authority to permanently exclude a student from his or her school with approval from the regional director according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to Appendix 2: Staged Response checklist: Student Engagement Policy).

References

Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/accountability.aspx>

Effective Schools are Engaging Schools

<http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>

Disability Standards for Education

<http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx>

Safe Schools

<http://www.education.vic.gov.au/about/programs/health/Pages/safe-schools-coalition.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/lorescybersafety.aspx>

<http://www.education.vic.gov.au/school/principals/health/Pages/ssso.aspx>

Charter of Human Rights

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act

http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx

Education and Training Reform Act 2017

<http://www.education.vic.gov.au/about/department/legislation/Pages/act2006regs.aspx>

VIT Teacher Code of Conduct

<http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>

Evaluation

This policy will be reviewed every three years or as deemed necessary by the Principal and School Management.